

**THE INFLUENCE OF USING FIX UP STRATEGY TOWARDS STUDENTS'
READING COMPREHENSION IN DESCRIPTIVE TEXT AT
THE FIRST SEMESTER OF THE EIGHTH GRADE OF
MTs AL – HIKMAH BANDAR LAMPUNG
IN ACADEMIC YEAR OF
2019/2020**

A Thesis

Submitted as a Partial Fulfilment of the Requirements for S1 Degree

By :

**JIHAN ANNISA
NPM. 1511040062**

Study Program: English Education



**TARBIYAH AND TEACHER TRAINING FACULTY
RADEN INTAN STATE ISLAMIC UNIVERSITY
LAMPUNG
2019**

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Advisor : Dr. M. Muhassin, M.Hum

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**TARBIYAH AND TEACHER TRAINING FACULTY
RADEN INTAN STATE ISLAMIC UNIVERSITY
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ABSTRACT

THE INFLUENCE OF USING FIX UP STRATEGY TOWARDS STUDENTS' READING COMPREHENSION IN DESCRIPTIVE TEXT AT THE FIRST SEMESTER OF THE EIGHTH GRADES OF MTS AL-HIKMAH BANDAR LAMPUNG IN 2019/2020 ACADEMIC YEAR

By :

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Based on the preliminary research, it was found that the students got difficulties in comprehending reading text. The students did not master vocabulary and the students did not interest with reading text because they did not know the effective steps to comprehend reading text. The objective of this research was to find out whether there is a significant influence of using fix up strategy on students' reading comprehension in descriptive text. The quasi experimental design was used. The population of this research was the eighth grade of the first semester of MTs Al – Hikmah Bandar Lampung. The sample of this research were 2 classes. VIII A as the experimental class and VIII C as the control class. VIII A consisted 36 students and VIII C consisted 33 students. In collecting the data, instrument was used in the form of multiple choice questions. Before conducting the treatments, the students did pre-test. after conducting the treatments, the students did post-test. After giving post-test, the data which had been collected was analyzed by using SPSS (Statistical Program for Social Science) version 20 to compute the independent sample t-test to test the hypotheses because the sample was taken from two different samples and to compare both control and experimental classes' mean. From the data analysis computed by using SPSS, it was obtained that $Sig = 0.002$ and $\alpha = 0.050$. It means that H_a was accepted because $Sig < \alpha = 0.050$. Therefore, there was a significant influence of using fix up strategy on students' reading comprehension.

Keywords: *fix up strategy, quasi experimental design, reading comprehension.*



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THE FIRST SEMESTER OF THE EIGHTH GRADE
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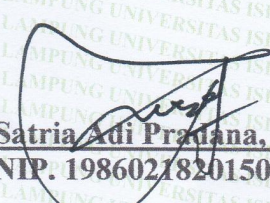
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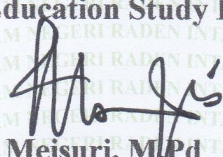
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A Thesis entitled: **THE INFLUENCE OF USING FIX UP STRATEGY TOWARDS STUDENTS' READING COMPREHENSION IN DESCRIPTIVE TEXT AT THE FIRST SEMESTER OF THE EIGHTH GRADE OF MTS AL – HIKMAH BANDAR LAMPUNG IN THE ACADEMIC YEAR OF 2019/2020**, by: **Jihan Annisa, NPM: 1511040062**, Study Program: **English Education**, was tested and defended in the examination session held on: **Friday, November 15th 2019**.

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DECLARATION

I hereby state that this thesis entitled : The Influence of Using Fix Up Strategy Towards Students' Reading Comperhension in Descriptive Text at the Eighth Grade of the First Semester at Mts Al- Hikmah Bandar Lampung in the Academic Year of 2019/2020 is completely my own work. I am fully aware that I have quoted some statements and theories from various sources and they are properly acknowledged in the text.



Bandar Lampung, November, 30th 2019
Declared by,

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MOTTO

الَّذِينَ آتَيْنَاهُمُ الْكِتَابَ يَتْلُونَهُ حَقَّ تِلَاوَتِهِ أُولَٰئِكَ يُؤْمِنُونَ بِهِ ۚ وَمَن
يَكْفُرْ بِهِ ۚ فَأُولَٰئِكَ هُمُ الْخَاسِرُونَ ﴿١٢١﴾

Meaning : "Those to whom We have given the Book study it as it should be studied : They are the ones that believe therein: Those who reject faith therein, the loss is their own." (Q.S. Al – Baqarah : 121)



DEDICATION

This thesis is proudly dedicated to :

1. My beloved parents, Ms. Cahaya Budi Wati and Mr. Badarudin who always support me and pray for me.
2. All of my beloved family who always motivate me to finish this thesis.
3. My beloved lecturers and almamater UIN Raden Intan Lampung who made me grow up and have contributed much for my self-development.



CURRICULUM VITAE

Jihan Annisa was born on June 19th, 1997 in Bandar Lampung. She is the one and only child of Mr. Badarudin and Ms. Cahaya Budi Wati.

Jihan Annisa began her formal educational at Kindergarden Aisyiyah I Labuhan Ratu Bandar Lampung and finished in 2002 and then she continued her school at Elementary School 1 Labuhan Ratu Bandar Lampung and finished in 2009. After that she continued her school in Junior High School Muhammadiyah 3 Bandar Lampung and finished in 2012. Then she also continued her school in Senior High School Muhammadiyah 2 Bandar Lampung and finished in 2015. Then she continued study at Raden Intan State Islamic University (UIN) in English Education Study Program of Teacher Training Faculty.

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All praise to Allah, the most gracious and the most merciful, who has given the blessing and chance for completing this thesis. Then, peace and salutation always be with Prophet Muhammad SAW who has guided us from the darkness to the lightness. This thesis entitled “The Influence of Using Fix Up Strategy towards Students' Reading Comprehension in Descriptive Text at the First Semester of the Eighth Grade of Mts Al – Hikmah Bandar Lampung in Academic Year of 2019/2020” is written as one of requirements of S-1 degree the English Education study program of UIN Raden Intan Lampung.

In finishing this thesis, there were so many help that was given. Therefore, the gratitude and appreciation would like to be delivered to :

1. Prof.Dr. Hj. Nirva Diana, M.Pd, the Dean of Tarbiyah and Teacher Training Faculty of UIN Raden Intan Lampung, who had given an opportunity and forbearance from the beginning until accomplishment of this thesis.
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Finally, there are still a lot of mistakes in this thesis. The criticism and suggestion from the reader are needed in order to fix the quality of the thesis.

Bandar Lampung, October , 2019

The Writer,

Jihan Annisa
NPM. 1511040062

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CHAPTER II REVIEW OF RELATED LITERATURE

A. Teaching English as a Foreign Language

English is an International language. For most of people in this world English is very important, because with English we can communicate with our friends from other countries, by learning English we can get more information and knowledge. In some countries in this world, English is their International language. It is different from Indonesia, English is as foreign language in this country. Even though English is foreign language in Indonesia, English is one of subjects in Indonesian schools.

Teaching English is a complex activity, not every teacher applies the same activities by implementing the same communicative activities.¹⁰ The one significant factor that influences most of the success in teaching and learning is teacher. The teacher have to find the way to teach English as foreign language communicatively.

Learning language as a native language is different from leaning language as a foreign language.¹¹ Teaching English as foreign language is not easy, but this is an interesting thing because the teacher is required to teach language that the students do not use in their dialy life. In teaching English, the teacher

¹⁰ Mohammad Muhassin, "Teachers' Communicative Activities in Teaching English as a Foreign Language (TEFL): A Study at SMAN 9 Bandar Lampung", Vol. 7 No. 4 (October, 2016), p.485, <https://doi.org/10.21512/humaniora.v7i4.3601>, (accessed on 25th October 2019).

²A.g. Bambang Setiyadi, *Teaching English as A Foreign Language*, (Yogyakarta: Graha Ilmu, 2006), p. 20.

should have an interactive or interesting method or technique.¹² There are some students in Indonesia only learn English in their school, if they do not learn well they cannot master English. In this situation the teachers should teach their students with interesting methods or strategies to make the students have more the curiosity.

Based on explanation above, to teach English as foreign language the teacher should use the suitable method or strategy. When the teacher can use the right method or startegy in teaching English, it can be communicative activity.

B. Reading

1. Definition of Reading

Reading is the process to analyze, coordinate, and interpret the variety of sources of information.¹³ Reading is not an easy thing, because we need a focus when we read a text. Reading is not only seeing and mentioning every sentence of a text, but also in reading process we need analysis skill to get the information of the text that we read. The important thing in reading process is we have to identify.

¹² Satria Adi Pradana, "The Analysis of Teaching and Learning Reading through Think Aloud Method". *The Journal of English Language Teaching in Foreign Language*, Vol. 2 No. 2 (November 2017), p. 170. <https://doi.org/10.24235/eltecho.v2i2.2177>, (accessed on 25th October 2019).

¹³ Donna M. Scanlon, Kimberly L. Anderson, Joan M. Sweeney, *Early Intervention for Reading Difficulties; The Interactive Strategies Approach* (New York : The Guilford Press, 2010), p. 9.

Most of people who get more knowledge about the world is good readers and more often to attend college than people who don't read well.¹⁴ It means good readers have high curiosity. Therefore, they are more interested to attend college. Accordingly, their knowledge more and more increases.

Based on explanantion above, reading is one of important skills in learning English. In reading process readers have to analyze, coordinate, and interpret the variety of sources of information.

2. Types of Reading

There are four types of reading, they are :

a. Perceptive

Perceptive reading is focused on bottom-process. It means that if a teacher is trying to assess this type of reading they simply want to know if the studnets can read or not.

b. Selective

Selective reading involves looking a reader's ability to recognize grammar, discourse features, etc.

c. Interactive

Interactive reading involves deriving meaning from the text.

¹⁴Ellen McIntyre, Nancy Hulan, Vicky Layne, *Reading Instruction for Diverse Classroom*; Research-Based, Culturally Responsive Practice (New York : The Guilford, 2011), p. 1.

d. Extensive

Extensive is reading large amounts of information.¹⁵

It can be concluded that reading is combination of making sense of the words and using prior knowledge to comprehend text.

3. Genre of Reading

a. Academic Reading

- General interest articles
- Technical reports
- Reference material
- Textbooks and thesis
- Essays and papers
- Test direction
- Editorials and opining writing

b. Job-related Reading

- Message
- Letters
- Memos
- Reports
- Schedules
- Forms, labels, signs, announcement
- Forms, applications, questionnaires
- Financial documents

¹⁵H. Douglas Brown, *Language Assessment Principles and Classroom Practice*, (California : Longman, 2003), p.189.

- Directories
- Manuals

c. Personal Reading

- Newspaper and magazine
- Letters, emails, greeting cards, invitation
- Message, notes, lists
- Schedules
- Recipes, menus, maps, calendars
- Advertisements
- Novel, short stories
- Financial documents
- Comic strips and cartoons¹⁶

It enables the readers to apply certain schemata that will assist them in extracting appropriate meaning.

C. Reading Comprehension

1. Definition of Reading Comprehension

Reading comprehension is necessarily dependent on at least comply word reading : When the readers cannot identify (decode) the words in that text, they cannot understand the whole text.¹⁷ It means that the readers should have knowledge to understand a text. The goal of written language is to

¹⁶H. Douglas Brown, *Language Assessment Principles and Classroom Practice*, (California : Longman, 2003), p.188.

¹⁷Jane Oakhill, Kate Cain, and Carsten Elbro, *Understanding and Teaching Reading Comprehension* (New York, London : Routledge, 2015), p. 1.

communicate the message, so comprehension is the essence of reading.¹⁸ We can comprehend the written language by reading. The reader who cannot read well will not understand what is the text that they read about without helping from other. According to Brown, there are eight criteria of language assessment in reading skill as follow :

1. Main idea (topic)
2. Expression / idiom / phrase in context
3. Inference (implied detail)
4. Grammatical features
5. Detail (scanning for a specifically stated detail)
6. Excluding facts not written (unstated detail)
7. Supporting ideas
8. Vocabulary in context¹⁹

Reading comprehension covers more than the responses of readers to text.²⁰ Reading comprehension is a complex thing. It involves the reader and the text that they read. However, it is not only about meaning, but also in process reading comprehension there are interactions which the readers do (Understand the type of text and use their background knowledge to know the content or the purpose of the text that they read).The meaning will loss

¹⁸Gerald G. Duffy, *Explaining Reading : A Resources for Teaching Concepts, Skills, and Strategies* (2nd ed) (New York : The Guildford Press, 2009), p. 14.

¹⁹Douglas Brown, *Language Assesment Principles and Classroom Practice*, (Sanfrancisco : Pearson Education Longman,2004), p.206.

²⁰Janette K. Klingner, Sharon Vaughn, and Alison Boardman, *Teaching Reading Comprehension to Students with Learning Difficulties; What Works for Special-Need Learners* (New York : The Guilford Press, 2007), p. 8.

without the ability to comprehend and engage with text.²¹ Comprehension monitoring skills are important factors in reading comprehension. It can help the readers in self-assessing their reading comprehension. There are four things are necessary to reviewed in reading comprehension, namely :

2. History of reading instruction, review the history of reading instruction we can know the kinds of reading instruction well.
3. Types and purpose of reading, knowing the types and purpose of reading and applying the strategies will be very helpful for students to develop their readingskill.
4. Cognitive reading skills, there are some lists cognitive skill, they are : (1) to anticipate both the form and the content, (2) to identify the main idea(s), (3) to recognise and recall specific detail, (4) to recognise the relationship between the main idea(s), (5) to draw conclusions.
5. Variables involved in comrehension, in order to comprehend written texts well, the instructor should take into consideration the following variables ; (1) background knowledge of the students, (2) strategies that students use in the comprehension task, (3) purpose of reading or the nature of the

²¹ Gina Berridge, et. al. *Personal Reading Strategies of College Freshmen Placed in A Developmental Reading Class* (International Journal of Global Education)Vol (4), (Evasville : University of Southern Indiana, 2015), p. 23.
<https://www.semanticscholar.org/paper/PERSONAL-READING-STRATEGIES-OF-COLLEGE-FRESHMEN-IN-Berridge/1292507a80d2b34f50aa2136095eac8fb9c11b1c>, (accessed on 17th March 2109)

task, (4) length of the text, (5) type of the text, (6) treatment of new vocabulary.²²

Based on explanation above, it can be concluded that reading comprehension is the activity which make the readers be creative, because in process of reading comprehension, readers must make or integrate words based on the contents of the text that the readers read. In reading comprehension process, the background knowledge of students can take the good effects.

2. Teaching Reading Comprehension

Teaching is a process where the teachers convey their knowledge to their students. The good teachers have to think hard about they want their students to learn.²³ The teacher should think how to make their students interested to the lesson that the teacher wants to tell them. When the students are interested with the lesson that they want to learn, they will more focus to learn.

In reading comprehension, readers must master five skills to make they read easily.²⁴ They are : Activating word meanings, understanding sentences,

²²Maria Novary Ngabut, *Reading Theories and Reading Comprehension* (Journal on English as a foreign Language) Vol (5), (Universitas Palangkaraya, March 2015), <https://www.google.com/search?q=maria+novary+ngabut+reading+theories+pdf&oq=maria&aqs=chrome.1.69i57j35i39j0l2.1916j0j4&client=ms-android-vivo&sourceid=chrome-mobile&ie=UTF-8>, (accessed on 27th March 2019).

²³ Suzanne M. Wilson, Penelope L. Peterson, *Theories of Learning and Teaching What Do They Mean for Educators?* (Washington : National Education Association, 2006), p. 9.

²⁴Jane Oakhill, Kate Cain, and Carsten Elbro, *Understanding and Teaching Reading Comprehension* (New York, London : Routledge, 2015), p. 12.

making inferences, comprehension monitoring, understanding text structure. It means that reading comprehension is a competence to process a text (written language). In teaching reading comprehension there are seven reading comprehension strategies :²⁵

1. Activating or building background knowledge
2. Using sensory images
3. Questioning
4. Making predictions and inferences
5. Determining main ideas
6. Using fix-up option
7. Synthesizing

Fix Up is one of the reading comprehension strategies that help the students when they get difficult. It is a simple strategy, because the strategy can be apply by individual.

Based on explanation above, the teacher should use the suitable strategy to teach the students reading comprehension. It can make learning and teaching process be success.

²⁵Judi Moreillon, *Collaborative Strategies for Teaching Reading Comprehension*, (Chicago : American Library Association, 2007), p. 11.

D. The Nature of Text

1. Definition of Text

Text is something that has contents and purposes. A text is meaningful linguistic unit in a context, the text is both spoken text and written text.²⁶ It means that a text is full of meaning. Text can be used as communication tool. There are some elements of text :

- a. Language
- b. Grammar
- c. Structures
- d. Human mind²⁷

Text will be perfect when in a text there are some elements above. Language is very important in a text, because it can describe a human mind. In a text, we should use the right grammar. It can help the reader to know what is the type of the text. Structure in a text is also important, when we write a text with consecutive structure, we can deliver our mind easily and the reader can get the contents easily. The most important in a text is human mind. When we write a text, we must need human mind, if there is no human mind, we can not write a text.

Based on statement above, there are 4 important elements in a text. Such as : Language to help us write a text, grammar to make the reader know the

²⁶"Definition and Examples of Text in Language Studies", (On-line) available at <https://www.thoughtco.com/text-language-studies-1692537>

¹⁸Elena Tarasheva, *Repetitions of Word Forms in Texts ; An Approach to Establishing Text Structure*, (Cambridge : Cambridge Scholars Publishing, 2011), p.17.

type of text, structure to make the text in sequence so it can be facilitated the writer to write the text and the reader to get the points easily, the most important is human mind because it is material to make a text.

2. Types of Text

According to Astuti in Chewae, there are 8 general kinds of text that we need to know. They are narrative, recount, discussion, procedure, response, explanation, description, and exposition.²⁸

Based on Gerot and Wignell text can be divided by several genre, they are :

a) Spoof

The text to retell an event with humorous twist.

b) Recounts

The text to retell events for the purpose of informing or entertaining.

c) Reports

The text to retell or describe an event that made by arrange of natural, man, and social phenomenon in our environment.

d) Analytical Exposition

The text to persuade the reader or listener that something in the case.

e) News Item

The text to inform readers, listener or viewers about events of the day which are considered newsworthy or important.

²⁸ Sainab Chewae, Theses S1 degree, "The Influence of Using Crossword Puzzle on Students' Reading Comprehension at the First Semester of the Eight Grade of Mts Muhammadiyah Sukarama in the Academic Year of 2018/2019", (Bandar Lampung: Islamic University of Raden Intan, 2018), p. 13, Unpublished.

f) Anecdote

The text to share with others an account of an unusual or amusing incident.

g) Narrative

The text to amuse, entertain and to deal with actual or vicarious experience in different ways.

h) Procedure

Procedure is a text to describe how something is accomplished through a sequence of actions or steps.

i) Description

Description is a text to describe a particular person, place or thing.

j) Hortatory Explanation

Hortatory Explanation is a text to persuade the reader or listener that something should or should not be the case.

k) Explanation

Explanation is a text to explain the process involved in the formation or workings of natural or socio cultural phenomena.

l) Discussion

Discussion is a text to present (at least) two point of view about an issue.

m) Review

Reviews is a text to critique an art work or event for a public audience.²⁹

Based on the explanation above, there are 13 kinds of text. We can know the purpose of the text by the kinds of text. Every text has the purpose, generic structure and language features to make us make a text well. In this research just focused on descriptive text, because in the first semester of the eighth grade only descriptive text that could use to teach reading.

3. Definiton of Descriptive Text

Descriptive text is a text that used to describe something like person, animal, place or things. Decription recreates sense impression by translating into words, the feel, sound, taste, smell, and look of things.³⁰ Descriptive text is drawing in words. It can make the reader know how the character, size, and everything about the object, so the reader can be imagine the object without see the picture or the object directly.

Based on explanation above, we can concluded that descriptive text make the reader know the object with the writting. Descriptive text is a text to retell about place, person, animal, or things.

²⁹Linda Gerot and Peter Wignell, *Making Sense of Functional Grammar* (Cameray: Antipodean Educational Enterprises, 1995), p.192-205.

³⁰Fikri Fauzi Alawi, Thesis S1 degree, "Improving Students' Ability in Writing Descriptive Text Using Clustering Technique", (Jakarta: English EducationSyarif Hidayatullah State Islamic University, 2011), p.19., <http://repository.uinjkt.ac.id/dspace/handle/123456789/505>, (accessed on 30th October 2019).

a. Generic Structure of Descriptive Text

In descriptive text, there is generic structure to make the reader understand what is the text about easily, they are :

1. Identification : This part used to introduce the subject.
2. Description : In this part we start to describe the detail of the subject. We can describe the parts, characters, size, qualities, ability, etc.

b. The Lexico grammatical features of Descriptive Text

1. Using attributive and identifying process.
2. Using adjective and classifiers in nominal group.
3. Using simple present tense.³¹

The reader can get the information about the subject which described in descriptive text when the text include the purpose, generic structure and the Lexico grammatical features.

c. Kinds of Descriptive Text

1. Paragraph Descriptive Subjective Text :

A paragraph of description that describes the object based on the impression of the author of the text.

2. Paragraph Descriptive Spatial Text :

In this text, the object that described is only in about place, object, space and others.

³¹Intan Kirana, "The Characteristics of Descriptive Text" (On-Line), available at <http://pijartalenta.blogspot.com/2010/05/chaeracteristic-of-descriptive-text.html>

3. Paragraph Objective Descriptive Text :

In this text, the object is described based on the real fact without the addition of the opinion.³²

In this research just focused on paragraph Objective Descriptive text because in the syllabus of 2013 *Kurikulum* for SMP, the text was described based on the real fact without opinion addition.

d. Example of Descriptive Text

There are 3 kinds of text in descriptive text. They are; paragraph descriptive subjective text, paragraph descriptive spatial text, and paragraph descriptive objective text. The following are the examples of descriptive text in general and 3 kinds of descriptive text :

Identification	Miss April is my English teacher in kindergarten and she teaches my class for a whole year.
Description	Miss April wears square glasses and always cuts her hair short. She's very tall and very skinny. She says she doesn't like her skinny body but doesn't know how to gain weight either. She loves wearing sneakers to school, always wears polo shirt and a pair of black pants. She has not married yet and doesn't have any children on her own. She says that's why she teaches kindergarten, so that she can be near a lot of kids. She is very smart and a very fun teacher. She teaches us a lot of things from animals to house equipments. She loves to play with us, teaches us new words, how to spell the words that we just learn, and sometimes she brings her ukulele to the class and sings us children songs, such as Itsy Bitsy Spider, Twinkle-Twinkle Little Star, and If You're Happy song.

Figure 1
The Example of Generic Structure of Descriptive Text

³² "Teks Deskripsi", (On-Line) available at <https://www.yuksinau.id/teks-deskripsi-pengertian-struktur-contoh/>

Our lives at home converged around the pleasantly-shaped kitchen table. It was the magnet that drew our family together quite warmly. Cut from the sturdiest oak, the table was tough, smooth, and long enough for my mother, my two sisters, and me to work or play on at the same time. Our favorite light blue ceramic tile, stationed in the right corner, was the table's sole defense against the ravages of everything from a steaming teapot to the latest red-hot gadget from the Sears catalogue. More often than not, however, the heat would spread quickly beyond the small tile and onto the checkered oilcloth, which just as quickly exuded a rank and sour odor. Yet no matter how intensely the four of us competed for elbow room at the table, none dared venture near the lone dinner place arranged securely to the left of the tile. There was no telling when HE would get home from work, but, when he did, he expected the food to be ready--steaming hot. He liked to eat right away--steak mostly--two bloody but thick pieces.

Figure 2
The Example of Paragraph Descriptive Subjective Text

The kitchen table, a long lost remnant cut from sturdy oak, was sturdy like my father's hands, and as equally calloused by age and tempered by heat. The table had large welts that had grown even darker and more foreboding with age, and mother frequently commented on getting a new table because of these clear signs of progress, but father would have none of it—the table was as dear to him as his own child. After all, this was his grandfather's table, handcut, the final essence of that old progenitor's largesse on the earth. Dumping this table would be akin to dumping my father's granddaddy. And such an act would be akin to murder itself. This table was like family.

Figure 3
The Example of Paragraph Descriptive Spatial Text

The kitchen table is rectangular, seventy-two inches long and thirty inches wide. Made of a two-inch-thick piece of oak, its top is covered with a waxy oilcloth patterned in dark red and blue squares against a white background. In the right corner, close to the wall, a square blue ceramic tile serves as the protective base for a brown earthenware teapot. A single white placemat has been set to the left of the tile, with a knife and fork on either side of a white dinner plate, around nine inches in diameter. On the plate are two thick pieces of steak.

Figure 4
The Example of Paragraph Objective Descriptive Text

Based on examples above, descriptive text is one of the kinds of text that can make the students interest so it can be used as a tool for practicing students reading comprehension. Descriptive was divided in three types, paragraph descriptive subjective text, paragraph descriptive spatial text, and paragraph descriptive objective text.

E. Fix Up Strategy

1. Definition of Fix Up Strategy

Fix up strategy is a strategy that can help the students to improve their reading comprehension. According to Duffy, fix up strategy can help students to understand the message of the text when the get stuck with certain words or certain sentences.³³ In this strategy students can use to recover meaning like reread or find out the unknown words.³⁴ It means fix up strategy is a process to find out the point of the text. The strategy can help students' when they are reading and finding the difficult word the can solve the problem with using fix up strategy. It can make the students upgrade their reading comprehension process easily.

Fix up strategy is used when the reader get the confusion.³⁵ It means that fix up strategy is the strategy that can help the readers when they get

³³ Gerald G. Duffy, *Explaining Reading : A Resources for Teaching Concepts, Skills, and Strategies* (2nd ed) (New York : The Guildford Press, 2009), p. 130.

³⁴ Judi Moreillon, *Collaborative Strategies for Teaching Reading Comprehension*, (Chicago : American Library Association, 2007), p. 114.

³⁵ Cris Tovani, *I Read It, but I Don't Get It : Comprehension Strategies for Adolescent Readers* (United States : Stenhouse Publishers Portland, Maine, 2000), p.61.

confusion. This strategy is used by the students not by the teacher. The teacher just teach the students how to apply the fix up strategy.

In reading comprehension, activities to express curiosity are questioning, predicting, and inferring.³⁶ It means to make students' reading comprehension process be successful, the teacher must be able to stimulate the students' interest. Fix up strategy is the suitable strategy. Fix up strategy can make the students to become independent students. Fix up strategy can make the students more active, because they think about the text that they read based on their knowledge or their mind.

Based on explanation above, fix up strategy is the strategy that can help the students get the information about the text that they are read. It can make students' reading comprehension process be easy.

2. Procedure of Fix Up Strategy

The Procedure of Fix Up Strategy based on Moreillon :

1. Reread

After reading the text, the students should reread the text.

2. Connect to background knowledge

The students think something about the text based on their background knowledge.

3. Make an inference

It can make the students to conclude the point/ the content of the text.

³⁶Judi Moreillon, *Collaborative Strategies for Teaching Reading Comprehension*, (Chicago : American Library Association, 2007), p.115.

4. Make a prediction

The students make a prediction about what is the text about.

5. Make an inference

After making a prediction, the students should make tentative inference. It can help students to get the point of the text.

6. Visualization

The students draw the characters that stated in the text with their imagination.

7. Ask a new question

To check the students understand or not, they should make a new question that related to the text.³⁷

Based on explanation above, the procedure of fix up strategy are rereading, connecting to background knowledge, making an inference, making a prediction, making an inference, reading ahead, making inferences, making visualization and asking a new question.

The Procedure of Fix Up Strategy based on Tovani :

1. Make a Connection Between the Text and Your Life, Your Knowledge of the World, or Another Text.
2. Make a Prediction

Good readers anticipate what's coming next. Based on what they've already read, readers expect certain new events to occur.

³⁷*Ibid.*

3. Stop and Think About What You Have Already Read

This one is so easy most students ignore it. Yet it is one of the most useful fix-up strategies of all. Good readers ponder what they have read.

4. Ask a Question Good readers ask themselves questions when they read.

Curious about the answers, they continue reading. Sometimes these questions are answered directly in the text, and meaning is clarified

5. Write About What You've Read Writing down what they think about what they've read allows readers to clarify their thinking.

6. It is an opportunity to reflect. Readers better understand their reading when they have written about it. The writing may be a summary or a response. Sometimes just jotting down a few notes will clarify meaning.

7. Visualize When meaning breaks down, good readers consciously create images in their head to help them make sense of what the words are saying.

8. Use Print Conventions Key words, bold print, italicized words, capital letters, and punctuation are all used to enhance understanding.

9. Retell What You've Read Taking a moment to retell what has been read helps the reader reflect.

10. Reread When meaning breaks down, readers can stop and decide whether there is something in the text they can reread that will help them understand the piece better.

11. Notice Patterns in Text Structure Genres have specific organizational patterns.

12. Adjust Reading Rate: Slow Down or Speed Up Contrary to what struggling readers think, good readers don't read every- thing fast.³⁸

The Procedure of Fix Up Strategy based on Duffy :

1. Predicting
2. Monitoring, Questioning, and Repredicting
3. Imaging
4. Inferring
5. Look-Backs
6. Main idea
7. Theme
8. Summarizing
9. Drawing conclusions
10. Evaluating
11. Synthesizing³⁹

Based on explanation above, there are three procedures from different experts. In this reesrach procedure by Moreillon was used, because the procedure can be used in the effort to recover the loss of comprhension.⁴⁰ The reader grows wider when they use their background knowledge in reading

³⁸Cris Tovani, *I Read It, but I Don't Get It* : Comprehension Strategies for Adolescent Readers (United States : Stenhouse Publishers Portland, Maine, 2000), p.50 – 55.

³⁹Gerald G. Duffy, *Explaining Reading* : A Resources for Teaching Concepts, Skills, and Strategies (2nd ed) (New York : The Guildford Press, 2009), p. 101-177.

⁴⁰Judi Moreillon, *Collaborative Strategies for Teaching Reading Comprehension*, (Chicago : American Library Association, 2007), p.114

comprehension. The procedure was suitable to the students, because it was simply.

3. Teaching Reading Comprehension on Descriptive Text in Fix Up Strategy

Descriptive text is a text that describe a specific particular object, the object can be a person, a place, or a thing.⁴¹ It means to describe a person, a place, an animal or a thing, we can use descriptive text. Descriptive text can describe everything spesificly.

Fix Up Strategy is used by the students not used by the teacher.⁴²In teaching reading comprehension on descriptive text using fix up strategy, students will read descriptive text about the best place together. After reading the text, the students should reread the text. The students think something about the text based on their background knowledge. Make an inference, it can make the students to conclude the point/ the content of the text. The students make a prediction about what is the text about. After making a prediction, the students should make tentative inference. It can help students to get the point of the text. Before the students make final inference, the students should read ahead for the last. The students make the final inference. The students draw the characters that stated in the text with their

⁴¹Edo Anugrah Damai, "The Influence of Using Syntax Surgery Technique Towards Students' Reading Comprehension In Descriptive Text at The Second Semester of The Tenth Grade of SMK Gajah Mada Bandar Lampung". (Skripsi S1-degree English Education UIN State Islamic University, Lampung, 2018), p. 27, Unpublished.

⁴²Cris Tovani, *I Read It, but I Don't Get It* : Comprehension Strategies for Adolescent Readers (United States : Stenhouse Publishers Portland, Maine, 2000), p.50.

imagination, to check the students understand or not, they should make a new question that related to the text.

4. Advantages and Disadvantages of Fix Up Strategy

There are some advantages and disadvantages of fix up strategy. The advantages of fix up strategy are as follows :

- a. This strategy can monitor students' understanding of the text.
- b. This strategy can improve students' reading comprehension.⁴³

Based on the explanation above, fix up strategy in teaching reading comprehension. It can build students' reading comprehension fluency and comprehension.

Furthermore, there are also disadvantages of fix up strategy, are as follow :

- a. When the reader not seeking to ask and answer their questions, the reader most certainly has lost interest and may have lost comprehension as well.⁴⁴

To solve this problem, the teacher should guide the students to use the procedure of fix up strategy. The students should be provoked by the teacher to making some question.

⁴³Judi Moreillon, *Collaborative Strategies for Teaching Reading Comprehension*, (Chicago : American Library Association, 2007), p. 120.

⁴⁴*Ibid*, p.115.

F. Read - Aloud

1. Definition of Read - Aloud

Reading aloud is related with a range of literacy skills and cognitive benefits.⁴⁵ It means that reading aloud is useful activity for the reader and the listener in the listening the text and can increase the comprehension in the reading. Reading aloud is an activity and a tool for the teachers, students and the readers, when they read.

According to Richards and Schmidt, reading aloud is saying a written text aloud.⁴⁶ It means that reading aloud is reading text with aloud and the other people around us can listen what we read. In teaching by using read aloud, students read the text individually.

Based on those theories, it can be concluded that reading aloud is an activity and a tool for the teachers, students and the readers, when they read. Where, when we read the text the other people around us can listen what we read. In the other hand, reading aloud enables learner to develop the skill of reading very well by speaking or expressing ideas, makes reading very enjoyable, improve listening skill, enriches vocabulary, improve reading comprehension, and the important is growing interest in

⁴⁵Susan Ledger, MargaretK. Merga, *Read Aloud : Children's Attitudes toward being Read to at Home and at School*, (Australian Journal of Teacher Education) Vol (43), (Murdoch University, March 2018), p. 125., <http://ro.ecu.edu.au/ajte/vol43/iss3/8>, (accessed on 21st October 2019).

⁴⁶Jack C. Richards and Richards Schmidt, *Longman Dictionary of Language Teaching and Applied Linguistics*, (London : Longman Pearson Education, 2010), p. 483.

reading to the students.

2. The Procedure of Read - Aloud

According to Teacher safe schools and Kailani in Alsehri, there are some steps in teaching and learning using reading aloud, specifically:

- a. The teacher should choose a story or a book that will be interesting to the students.
- b. The teacher should pre-read the story/book and highlight the words that are key to understanding the story/book.
- c. The teacher should relate the story/book to the students' previous knowledge by asking them some questions pertaining to the story/book.
- d. The student should read the story/book once without interruption.
- e. The teacher should read the text more than once because reading the same text several times will help the students comprehend.
- f. After the first uninterrupted reading, the student can interrupt the rereading to get an explanation of the words.
- g. The teacher should ask some question to assess the students' comprehension, while the reader is rereading the story/book.
- h. At the end of the class, the teacher will ask the students to do reflective discussions about the story/book.
- i. The teacher will assess the students' understanding of the new words by

asking them some questions about the meaning of the new words.⁴⁷

3. The advantages and disadvantage of Read - Aloud

Based on Lianguang Huang, Every strategy has its advantages one of the strategies in the teaching reading is reading aloud that has advantages for improving the ability of students. Reading aloud has five functions or advantages in teaching reading.

- a. Practice pronunciation
- b. Improve oral English
- c. Get deeper understanding
- d. Strengthen the knowledge
- e. Improve the classroom atmosphere.⁴⁸

Disadvantages of Read Aloud :

- a. Students have no opportunity to read;
- b. Text may not be appropriate for some students;
- c. Some students may not be interested in the text.⁴⁹

To solve the disadvantages, the students should be involved in using read aloud process. The teacher should give the students chance to read the text.

⁴⁷ Mohammed Alshehri, "Improving Reading Comprehension for Saudi Students By Using The Reading Aloud Strategy" (State University of New York at Fredonia: Dec. 2014) p.12, <https://dspace.sunyconnect.suny.edu/handle/1951/65437>, (accessed on 20th July 2019).

⁴⁸ *Ibid*, p. 38.

⁴⁹ "Advantages and Disadvantages of Five Reading Strategies", (On-Line) available at <https://quizlet.com/303702424/advantages-and-disadvantages-of-five-reading-strategiesflash-cards/>

G. Frame of Thinking

Today, most of students in Indonesian schools can not understand the reading text easily. In other word, students can not comprehend the reading materials, because of they have not master vocabulary. In reading process, the reader also should be able to organize the text to comprehend the text in reading. By using fix up strategy, the students will be easy to get the meaning and the purpose of the text, and they can be active when the understand the meaning of the text.

Fix Up Strategy can help the reader in teaching reading process. It can be an alternative strategy for teaching learning since it was expected to make students interested and active in learning English particularly in reading.

H. Hypotheses

Based on the theories and frame of thinking, the hypotheses will be proposed as follow :

H_a : There is a significant influences of using fix up strategy towards students' reading comprehension on descriptive text at the first semester of eighth grade of Mts Al Hikmah Bandar Lampung in academic year of 2019/2020.

H_o : There is no a significant influences of using fix up strategy towards students' reading comprehension on descriptive text at the first semester of eighth grade of Mts Al Hikmah Bandar Lampung in academic year of 2019/2020.

With the criteria of acceptance or rejection if hypothesis are :

H_a is accepted if $\text{Sig} < \alpha$ (0.05)

H_o is accepted if $\text{Sig} > \alpha$ (0.05)



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